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ABSTRACT

The underlying theory of comprehensive achievement monitoring is applied and illustrated in this German 1 language instruction guide. This computer-oriented approach to individualizing instruction and to student evaluation monitors progress in every basic idea and skill in the language course. Materials used in this course include advice to students on: (1) taking the tests, (2) understanding C.A.M. results, (3) objectives and computer scoring, (4) sample student evaluation reports, (5) sample learning packets for the text "Verstehen und Sprechen", and (6) learning activities packages. Twelve units of instructional materials on developing conversational skills are included. (RL)

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GERMAN - LEVEL I

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HIGH POINT REGIONAL HIGH SCHOOL

Sussex, New Jersey

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FL002 106

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COMPREHENSIVE ACHIEVEMENT MONITORING

School:_____ Course:_____ Age:_____

The attached sheets explain Comprehensive Achievement Monitoring, CAM. They are supposed to help you understand CAM. The usual questions about CAM are discussed, but, of course, not everything.

You probably still have questions about CAM. Maybe the explanation was not clear or was not long enough. Whatever the reason, please write your questions or comments on this page after you have read the material. You are not asked to sign this page, but please fill out the information on the top.

These are my comments and questions about the section entitled What is C.A.M.?:

These are my comments and questions about the section entitled Why Should I Try Hard in C.A.M.? (Comments about each part--(1) with CAM you are not marked down, (2) CAM lets your teacher know what has to be taught, (3) CAM helps you study better, (4) CAM always gives you a second chance, (5) CAM tells you exactly what you are expected to learn):

These are my comments and questions about the section entitled Taking the Tests:

These are my comments and questions about the section entitled Understanding the C.A.M. Results:

These are my comments and questions about the section entitled A Final Note:

These are my comments and questions about the booklet as a whole:

THE STUDENT AND COMPREHENSIVE ACHIEVEMENT MONITORING

WHAT IS C.A.M.?

C.A.M. stands for "Comprehensive Achievement Monitoring." It is a new idea that will help you and your teacher know what you are learning and what you need to learn. Its purpose is to make education better for you, the student.

Normally, a class takes tests only a few times during a marking period. Each of these examinations test only a few of the topics which you are expected to learn during the course. For example, a usual math exam might ask some questions about multiplication, but none about addition or subtraction. When you get your grade, you only know how well you are doing on one of the three things you are expected to study.

C.A.M. is different from the usual examinations in two ways. First, the tests (also called monitors, because they monitor, or check, your learning) are given more often: up to ten or fifteen times a year. Second, the monitors are different from usual exams. Instead of asking about only a few things, each one tests every basic idea and skill which you will study in your course. Because of these two differences, C.A.M. tells you much more about what and how you are learning than do other kinds of tests.

WHY SHOULD I TRY HARD IN C.A.M.?

Because it is new, many students are at first uncertain about Comprehensive Achievement Monitoring (C.A.M.). They want to know what good it does. If you think about it, however, you will see that C.A.M. helps the students. It tells you and your teacher much more than do ordinary examinations. And this lets you learn more easily and more effectively.

Here are some of the things which C.A.M. will do for you:

(1) With C.A.M., you are not marked down, if at the beginning of the course, you do not understand things which other students know. You will be given your first C.A.M. test at the very start of the course, almost before you have been taught anything. This first monitor is to show what you know at the beginning of the course. You can find out what things you need to learn. You know what to work on. At the same time, you discover what things you know before they are taught. This will keep you from doing work that you don't have to do. And your teacher will be able to see how much you really learn during the course.

Remember that C.A.M. is different from regular testing. For the old tests you were supposed to know almost everything on the exam. With C.A.M., on the other hand, your teacher will not expect you to get every question right. He or she knows that many questions cover things that you haven't studied yet.

(2) C.A.M. lets your teacher know what has to be taught. Just as your C.A.M. results show you what you need to study and what you have already learned, other C.A.M. results show your teacher what the class needs to work on and what it has already learned. This should make your class better. The teacher will be able to skip boring repetition of things that you understand and to spend more time on things which are difficult for everyone. So C.A.M. not only makes your own work easier, it helps the whole class, too.

(3) C.A.M. helps you study better in three ways. First, you know exactly what things you need to study. Second, you know what parts of the course you don't need to study (because you already understand them). Third, C.A.M. helps you organize your studying. Because you take the monitors more often than regular tests, you will have less work to do for each exam.

(4) C.A.M. always gives you a second chance. On the old tests, if you got a question wrong, you were in trouble. Not only were you marked down for your mistake (even if it was only a careless error), you probably never got another chance to do better on that particular kind of question. With C.A.M., on the other hand, each monitor contains every type of question. So if you miss a question once, you will soon have a second chance to try to do better.

(5) C.A.M. tells you exactly what you are expected to learn in a course right at its beginning. At the beginning of the course, your teacher will give you a list of "course objectives". These are the things which you will learn in the class. He will also give you a set of sample questions, so you will know ahead of time what the tests will be like. This is still another way in which C.A.M. helps you study and learn. Since you know from the start what you will be doing, you will never have to guess what the teacher wants from you.

TAKING THE TESTS

Mark all your answers on the answer sheet. These sheets will usually be scored by a machine, so it is important to use them correctly. If you have never seen this kind of answer sheet, your teacher will explain it to you.

Before you start the exam, you must print your name, the date, testing period and your identification number.

You will probably have a multiple choice C.A.M. monitor. As you take the test, fill in the answers by writing the letter of the correct response.

Remember that you are not expected to get every question right. If any one problem seems too hard, skip it and go on to the next one. (Make sure you skip a line on the answer sheet.) Then, if you have time after you have gone through the test once, go back and work on the difficult questions. If you think you know the right answer, but are not sure, it is all right to choose it. But avoid wild guessing. It probably will not improve your score, and since it will not tell you anything about what you actually know, it will not make your learning easier.

UNDERSTANDING THE C.A.M. RESULTS

A C.A.M. report sheet tells you three things. First, it gives you your score for the last monitor you took. Second, it gives you scores for all the monitors you have taken during the period. Third, it tells you how you did on each goal, or objective, of the course. Look for the numbers on your report. Next to each number will be a plus sign (+) for correct or a minus (-) for incorrect. The number tells you which objective the computer is talking about, and the sign tells you whether you got the question about the objective right or wrong.

For example, suppose you had a (+) after the number 1201. Find goal number 1201 on the list of objectives which was given to you at the beginning of the course. You now know that you got the question based on that goal right. If you did not guess, you probably understand that idea. If there had been a (-) after the 1201, you would know that you had missed the question, and that you probably don't understand that idea.

This information will help you study for the next test by telling you what things you need to work on. For those objectives which you understand (with a (+) after their numbers) you can just do a brief review. Instead of wasting time on them, you can work on those ideas which you still don't understand (those objectives with a (-) after their numbers). In this way C.A.M. helps you learn more with less work.

A FINAL NOTE

Remember, Comprehensive Achievement Monitoring IS PARTLY FOR YOU, THE STUDENT. Its purpose is to help you learn better. But you must use C.A.M. properly if it is to help you. If you have any questions, be sure to ask your teacher. And if there are things you do not like, or things that could be improved, tell him so that he can tell the people who run C.A.M. They will be happy to hear your ideas, because they want to make C.A.M. work better for you.

Comprehensive Achievement Monitoring
High Point Regional High School

EXAMPLES OF INDIVIDUAL STUDENT REPORTS DISTRIBUTED EACH TESTING PERIOD.

( ) Elam Gary
Period 8 - 12 Dec. 1968
Total Score is 9

KA442

PC	A	PC	A	PC	A
101	+				
102	+				
202	+				
204	+				
401	+				
403	+				
507	+				
901	-				
1001	-				
1004	-				
1103	-				
1105	+				
3042	+				
5042	-				

Past Data

Pd	Sc
1	4
2	2
3	5
4	4
5	5
6	8
7	6
8	9
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

( )

( ) Harwell Carol
Period 8 - 12 Dec. 1968
Total Score is 7

KA142

PC	A	PC	A	PC	A
102	+				
104	+				
404	+				
503	+				
507	+				
902	-				
905	-				
1003	-				
1103	-				
1106	-				
2052	+				
3011	-				
3041	+				
6012	-				

Past Data

Pd	Sc
1	1
2	2
3	2
4	2
5	2
6	5
7	6
8	7
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

( )

Form L-1

TO: Pupils in the Verstehen und Sprechen book

FROM: R. TenEyck

RE: Verstehen und Sprechen Learning Packets

1. sheet of directions
2. course program sheet - have your peer teacher initial and Mr. TenEyck grade.
3. dialogs
4. question-answers
5. pattern practice

   practice orally in German and English with an advanced pupil
6. dialogs - write 2x in German 1x in English
7. question-answers 1x in German 1x in English
8. pattern practice 1x in German 1x in English
9. liberation sheet orally with an advanced pupil
10. liberation sheet - write out the answers
11. conversations - practice orally in German and in English with an advanced pupil
12. questions about conversations - practice with an advanced pupil
13. write answers to questions about conversations in German
14. translate conversations into English
15. topics - orally with an advanced pupil
16. topics - written
17. workbook
18. take the chapter or unit test and pass with 90%.

Form L-2

German I

To the students:

Concerning: Learning Activities Packages

A learning activity package (called LAP's) is a study unit made up of various learning activities which will attempt to help you with a new idea.

Your textbook for German I, Verstehen und Sprechen, contains 4 basic sections for each unit: Basic Sentences, Questions and Answers, Pattern Practice, and Conversations. In each LAP, the sections which deal with the same idea are grouped together, so that you may be exposed to 4 or 5 ways of learning the idea.

On form L-1 you will find suggestions to help you progress through each LAP.

Here are some hints to help you use these packages well:

The Basic Sentences are the basis for each LAP section--- be sure to learn them well. Remember: MEMORIZATION IS NOT THE SAME AS LEARNING.

The liberation sheets (the long lists of questions) are your chance to use what you have learned in the LAP to develop the fluency which is the general goal of the course. Your progress in German will be directly related to your efforts on these sheets.

Complete each section of the LAP before beginning the next section.

Have the teacher check each LAP section and initial your progress sheet before beginning the next LAP section.

Unit 0001

General Objective - Student shall demonstrate comprehension of the conversations dealing with greetings by being able to:

Specific Objective # 0101
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Schönen Gruss zu Hause.
a. Guten Tag.
b. Gute Besserung.
Answer-d c. Das ist schade.
d. Danke schön.

Specific Objective # 0102
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

I don't feel well.
a. Es tut mir leid.
b. Es geht uns nicht gut.
Answer-c c. Es geht mir nicht gut.
d. Geht es dir gut?

Specific Objective # 0103
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Wie geht's in der Schule?
a. Danke es geht mir auch gut.
b. Es geht mir gut.
Answer-b c. Es geht ihm gut.
d. Geht es Ihnen gut?

Specific Objective # 0104
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Es geht nicht so gut.
a. Es tut mir leid.
b. Es geht uns nicht so gut.
Answer-a c. Werner ist heute krank.
d. Das ist schön.

Unit 0002

General Objective-Student shall demonstrate comprehension of the conversations dealing with identification of self and others by being able to:

Specific Objective # 0201
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Ist das nicht Lotte?
a. Wo ist Fritz Neumeier?
b. Er ist nicht hier.
Answer-c c. Nein, das ist Ida.
d. Ich heisse Karl.

Specific Objective # 0202
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

What's your name?
a. Wie heisst du denn?
b. Du heisst Willi?
Answer-a c. Wer fehlt heute?
d. Wie heisst er?

Specific Objective # 0203
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Bist du vielleicht krank?
a. Nein, er ist nicht krank.
b. Ja, er ist hier.
Answer-c c. Nein, ich bin nicht krank.
d. Er ist nicht hier.

Specific Objective # 0204
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Wer ist heute nicht hier?
a. Nein, das ist Frau Licht.
b. Wo sind Martha und Marie?
Answer-d c. Marie ist hinter mir.
d. Lotte fehlt heute.

Unit 0003

General Objective - Student shall demonstrate comprehension of the conversations dealing with Family and Friends by being able to:

Specific Objective # 0301
respond correctly to a stimulus from the Basic Sentences of the unit (90% of the time).

Item Example: Select the most logical response.

Wie heisst dein Freund?
a. Ich kenne ihn nicht.
b. Das ist ein Freund von mir.
Answer-c c. Er heisst Werner.
d. Sie heisst Christine.

Specific Objective # 0302
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

He has a nice family.
a. Er hat eine nette Familie.
b. Sie haben eine nette Familie.
Answer-a c. Ich habe eine nette Familie.
d. Wir haben eine nette Familie.

Specific Objective # 0303
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Kennst du ihn?
a. Sie heisst Christine.
b. Er ist sehr nett.
Answer-c c. Ja, ich kenne ihn.
d. Sie ist eine Freundin von mir.

Specific Objective # 0304
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Ist das dein Bruder?
a. Ja, das ist mein Bruder.
b. Ja, das ist sein Bruder.
Answer-a c. Nein, das ist nicht sein Bruder.
d. Ja, das ist dein Bruder.

Unit 0004

General Objective - Student shall demonstrate comprehension of the conversations dealing with the words "good" and 'bad" by being able to:

Specific Objective # 0401
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Was fehlt dir denn, Tilo?
a. Nichts.
b. Anna fehlt heute.
Answer-a c. Nein, hier sind sie.
d. Ich bin hungrig.

Specific Objective # 0402
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

You look very hungry.
a. Du siehst sehr müde aus.
b. Du siehst sehr hungrig aus.
Answer-b c. Du siehst wieder gut aus.
d. Du siehst so blass aus.

Specific Objective # 0403
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Bist du wieder gesund?
a. Ich möchte nach Hause gehen.
b. Sie sieht so müde aus.
Answer-c c. Ja, ich bin wieder gesund.
d. Ja, es geht ihm besser.

Specific Objective # 0404
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Kann ich ihr helfen?
a. Er ist wieder gesund.
b. Wie geht's Marga?
Answer-d c. Nein, es geht ihm besser.
d. Nein, meine Schwester ist da.

Unit 0005

General Objective - Student shall demonstrate comprehension of the conversations dealing with addresses by being able to:

Specific Objective # 0501
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Zwölf
a. zehn
b. elf
Answer-c c. dreizehn
d. Zwei

Specific Objective # 0502
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

I live at 28 Buchenweg.
a. Er wohnt Buchenweg 28.
b. Ich wohne Buchenweg 28.
Answer-b c. Wir wohnen Buchenweg 28.
d. Sie wohnt Buchenweg 28.

Specific Objective # 0503
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Weisst du, welche Nummer du hast?
a. Seit Montag.
b. Mein Bruder ist neunzehn.
Answer-c c. Ich weiss nicht.
d. Nein, sie wohnt nicht bei uns.

Specific Objective # 0504
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Sag mal, wo wohnt ihr jetzt?
a. Nordstrom, Karl-Heinz Nordstrom.
b. Buchen, drei, fünfunsiebzig, zwölf.
Answer-d c. Wohnst du noch so weit von uns?
d. Wir wohnen seit Montag Schiller Strasse.

Unit 0006

General Objective - Student shall demonstrate comprehension of the conversations dealing with dates and seasons by being able to:

Specific Objective # 0601
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Wann hat Gisela Geburtstag?
a. Seit dem Frühling.
b. Leider habe ich keine Zeit dazu.
Answer-c c. Erst mitten im Sommer, am vierten Juli.
d. Heute ist der dritte November.

Specific Objective # 0602
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

We can play tennis.
a. Wir können Tennis spielen.
b. Wir möchten Tennis spielen.
Answer-a c. Wir wollen Tennis spielen.
d. Wir möchten gerne Tennis spielen.

Specific Objective # 0603
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Kommt sie in acht Tagen?
a. Ja, er Kommt in acht Tagen.
b. Wir wollen Tennis spielen.
Answer-c c. Nein, sie kommt nicht.
d. Leider habe ich keine Zeit.

Specific Objective # 0604
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Warum will dein Bruder nicht mehr Tennis spielen?
a. Das weiss ich nicht.
b. Ich habe keine Zeit dazu.
Answer-a c. Er geht nicht zur Schule.
d. Wenn das Wetter schön ist.

Unit 0007

General Objective - Student shall demonstrate comprehension of the conversations dealing with appointments and plans by being able to:

Specific Objective #0701
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Willst du mitkommen?
a. Ich möchte gerne.
b. Wir essen erst um sieben.
Answer-a c. Schade.
d. Gut. Das wäre besser.

Specific Objective # 0702
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

Do you have to go to school?
a. Darfst du zur Probe?
b. Willst du zur Schule?
Answer-d c. Muss er zur Schule?
d. Musst du zur Schule?

Specific Objective # 0703
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Wer geht Samstag in die Stadt?
a. Das muss ich schnell machen.
b. Heinz und ich gehen Samstag in die Stadt.
Answer-b c. Ich möchte schon gerne.
d. Kommt er auch mit?

Specific Objective # 0704
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Was tust du heute nachmittag?
a. Erich und ich gehen ins Kino.
b. Klemens will mitkommen.
Answer-a c. Ich möchte Milch.
d. Und dein Freund Eduard?

Unit 0008

General Objective - Student shall demonstrate comprehension of the conversations dealing with dates and seasons by being able to:

Specific Objective # 0801
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Aber unser Wagen hatte eine Reifenpanne.
a. Sitz dich doch hin!
b. Das macht nichts.
Answer-b c. Die kleinen, natürlich.
d. Nein, die ist immer noch kaputt.

Specific Objective # 0802
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

Can someone else help us?
a. Kannst du uns helfen?
b. Kann uns sonst noch jemand helfen?
Answer-b c. Kann man uns helfen?
d. Kann man uns noch helfen?

Specific Objective # 0803
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Hast du deine Guitarre mitgebracht?
a. Ja, ich habe ihn mitgebracht.
b. Ja, er hat sie mitgebracht.
Answer-d c. Ja, sie ist zu Hause.
d. Nein, ich habe sie nicht mitgebracht.

Specific Objective # 0804
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response

Wer ist sonst noch draussen?
a. Erna Schmidt.
b. Man kommt mit dem Bus.
Answer-a c. Wo ist denn die Lampe hier?
d. O' hier ist sie.

Unit 0009

General Objective - Student shall demonstrate comprehension of the conversations dealing with sports and recreation by being able to:

Specific Objective # 0901
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Aber mein Bruder kann sehr gut spielen.
a. Was. Du kannst nicht Ski laufen.
b. Er hat neulich einen Preis gewonnen.
Answer-b c. Warum wollt ihr immer arbeiten?
d. Das kann ich lieder noch nicht.

Specific Objective # 0902
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

When can we listen to them?
a. Wann können wir sie anhören?
b. Wenn wir sie anhören können.
Answer-a c. Wenn wir sie hören.
d. Wann hören wir sie?

Specific Objective # 0903
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Wohnst du mitten in Park?
a. Nein, ich wohne in der Schule.
b. Nein, ich wohne in der Stadt.
Anser-b c. Ja, sie wohnt im Park.
d. Sie wohnen in der Stadt.

Specific Objective # 0904
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Wisst ihr nicht, wie sie es machen?
a. Ja, beinahe.
b. Also, sind sie immer da.
Anser-c c. Nein, Wie denn?
d. O, ja, sehr gerne.

Unit 0010

General Objective - Student shall demonstrate comprehension of the conversations dealing with sports and recreation by being able to:

Specific Objective # 1001
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Vielen Dank, Frau Kropp.
a. Auf Wiederhören.
b. Hallo, Hier Fritz Benz.
Answer-a c. Ist Karl-Heinz zu sprechen?
d. Ja, glücklicherweise.

Specific Objective # 1002
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

Are you free tonight?
a. Bist du heute frei?
b. Bist du heute abend frei?
Answer-b c. Wollt ihr heute abend mit?
d. Willst du heute abend mit?

Specific Objective # 1003
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Hast du dein Bett schon gemacht?
a. Ja, ich bin damit schon fertig.
b. Ja, ich mache mein Bett.
Answer-a c. Ja, er ist schon fertig.
d. Ich werde drinnen warten.

Specific Objective # 1004
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Da warst du nicht zu Hause.
a. Wie war es?
b. Weiso denn?
Answer-d c. Das geht ausgezeichnet.
d. Das stimmt.

Unit 0011

General Objective - Student shall demonstrate comprehension of the conversations dealing with an excursion by being able to:

Specific Objective # 1101
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Mit dem Fahrrad?
a. Kurt hat ja jetzt einen Combi.
b. Nein, sie werden mit uns fahren.
Answer-b c. Wir haben bis Dienstag frei.
d. Sie werden auch kommen.

Specific Objective # 1102
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

I think so.
a. Das will ich meinen.
b. Das wäre schön.
Answer-d c. Ja, gerne.
d. Das meine ich auch.

Specific Objective # 1103
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Möchtest du ein schönes Buch zum Geburtstag?
a. Nein, ich kann Schach nicht spielen.
b. Nein, ich habe nicht Lust zu spielen.
Answer-c c. Ja, das wäre schön.
d. Ja, er hat fürs Leben nicht viel übrig.

Specific Objective # 1104
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Was tust du heute Anneliese?
a. Ich warte auf meinen Freund.
b. Sie wartet auf ihre Freundin.
Answer-a c. Wohnt sie auch hier?
d. Es freut mich sehr.

Unit 0012

General Objective - Student shall demonstrate comprehension of the conversations dealing with a free day by being able to:

Specific Objective # 1201
respond correctly to a stimulus from the Basic Sentences of the unit.

Item Example: Select the most logical response.

Wann bist du heute morgen aufgestanden?
a. Ich mag heute kein Frühstück.
b. Wir haben um neun Uhr Probe.
Answer-c c. Viel zu früh.
d. Mach Schnell, - es wird spät.

Specific Objective # 1202
convert an English sentence into the correct German equivalent utilizing the grammatical concepts of the unit.

Item Example: Select the answer which best renders the English sentence into German.

Where are my keys?
a. Wo ist sie eigentlich?
b. Wo stecken denn meine Schlüssel?
Answer-b c. Hast du meine Schlüssel gesehen?
d. Wo ist mein Schlussel?

Specific Objective # 1203
choose the most logical response to a statement or question which the student has encountered on the liberation sheet from the unit.

Item Example: Choose the most logical response.

Wo stecken denn meine Schlittschuhe?
a. Hast du ihn gesehen?
b. Hast du sie im Wagen verloren?
Answer-c c. Die hängen doch im Schrank.
d. Sie haben sie in der Tasche gelassen.

Specific Objective # 1204
respond correctly to a conversation stimulus choosen from the conversation sets in each chapter.

Item Example: Choose the most logical response.

Wo steckt mein Badeanzug?
a. Wie kann man seinen Badeanzug verlieren?
b. Hast du sie gesehen?
Answer-a c. Ja, gerne.
d. Möchte er schwimmen gehen.